

## THE USE OF GUESSING FROM CONTEXT TECHNIQUE TO INCREASE STUDENTS' VOCABULARY

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**Abstract:** This research focuses on the use of Guessing from Context Technique to increase students' vocabulary. The aim of conducting this research is to investigate whether or not the use of guessing from context technique is effective to increase student's vocabulary on tenth grade students of SMAN 1 Ambawang, Kubu Raya in academic year 2014/2015. The researcher conducted a pre-experimental study with measurement as the technique of collecting data and written test as tool of collecting data. The sample of this study was 28 students. The research finding show that the mean score of pre-test is 46.85; which is categorized as "Poor". Furthermore, the mean score of post-test was 68.07; which is categorized as "Average to Good". Based on the data analysis, it was found that the effect size of this research is 4.93. It can be concluded that there is a significant effect in the use of guessing from context technique in the Senior High School students.

**Key words:** Guessing from Context, vocabulary, pre-experimental

**Abstrak:** Penelitian ini fokus pada penggunaan Guessing from Context teknik untuk meningkatkan kosa kata siswa dalam pembelajaran. Tujuan melakukan penelitian ini adalah untuk mengetahui apakah guessing from context efektif atau tidak untuk meningkatkan kosa kata siswa kelas sepuluh SMAN 1 Ambawang, Kubu raya pada tahun ajaran 2014/2015. Penelitian dilakukan dalam bentuk penelitian pre-experimental menggunakan tehnik pengukuran sebagai tehnik pengolahan data serta tes menulis sebagai cara mengumpulkan data. Penelitian ini melibatkan sampel sebanyak 28 siswa. Hasil dari penelitian ini mendapatkan nilai rata rata pre-test nya adalah 46,85; termasuk kategori "rendah". Kemudian, nilai rata-rata dari post-test adalah 68,07; termasuk kategori "rata-rata ke baik". Berdasarkan analisis data, ditemukan bahwa ukuran efektifitas dari penelitian ini adalah 4,93. Ini dapat disimpulkan bahwa ada efek yang signifikan dari penggunaan guessing from context untuk meningkatkan kosa kata pada siswa Sekolah Menengah Atas.

**Kata kunci:** guessing from context, kosa kata, pre-experimental

**V**ocabulary is crucial aspect in learning English. Vocabulary is important aspect in communication because without mastering vocabulary, someone cannot master these four language skills namely: reading, writing and speaking and listening. Knowledge of vocabulary is an important part because from vocabulary a meaning of sentence can be understood. The students use vocabulary in sentence to express their ideas, to transmit the explanation of the teacher in learning English and to understand the meaning of what are they read or learn. When, students having limited in vocabulary, it will be a trouble for them to understand, to communicate, and to express the idea as clear as they would like to, so that why vocabulary is important for student. Vocabulary knowledge always teaches implicitly and it is not something that can ever be fully mastered. It is something that expands and deepens over the course of life time. Then, in gaining students vocabulary list in teaching vocabulary it all depends on the type of students, the school system and curriculum, the word that are targeted and many other factors. The choice of vocabulary to teach is also limited to the students' needs, experiences and interest.

In reality there are some problems that are faced by the students, especially in SMAN 1 Ambawang, Kubu Raya. Most students have difficulty in understanding the meaning of English vocabulary because of they are limited on it. That condition makes the student had difficulties to use vocabulary in sentence to express their ideas, to transmit the explanation from the teacher in learning English and to understand the meaning of what are they read or learn.

Pusat kurikulum state that the purpose of English teaching at the first grade of senior high school its encourages student to communicate in oral and written and can use language fluently and accurately in interactional or monolog concept which are concerned with descriptive, recount, procedure, narrative text with kind of interactional ideational text and simple textual expression. The curriculum of English subject based on syllabus of English subject in SMAN I Ambawang on tenth grade in the second semester in academic year 2014/2015 about reading skill is:

### **Reading**

Badan Standar Nasional Pendidikan (2006:156) menerangkan bahwa ketrampilan membaca merupakan kemampuan siswa memahami berbagai makna teks fungsional pendek dan esai sederhana berbentuk narrative dan recount dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Dalam proses belajar keterampilan membaca, siswa diharapkan melakukan kegiatan membaca teks narative dan recount teks secara individu, mengidentifikasi kata kata sulit yang terdapat dalam text, menterjemahkan arti dari kata kata sulit yang terdapat dalam text, mengidentifikasi topic dari teks yang dibaca, mengidentifikasi informasi tertentu dari teks fungsional pendek, membaca nyaring teks bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar (Badan Standar Nasional Pendidikan, 2006:156).

In this research the researcher uses vocabulary in context to make students easier to understand and comprehend the meaning of that word. The researcher use vocabulary that researcher found in the narrative text. The researcher chooses that kinds of vocabulary because it's based on students need. Since the syllabus and curriculum did not mention kind of vocabulary taught for student and there was only mention kind of text that is narrative text. In narrative text the student have learn about definition of narrative text, the generic structure and language features. Where, the generic structure consist of; orientation, complication and resolution. then languages features here is about the use tense that is past tense, action verb; verb that need an action (run, walk, cook, swept etc) and chronological arranged likes; once upon a time, long times ago, one day, etc. Then, the researcher decides to use noun, verb, adjective and adverb as a kind of vocabulary to be taught to the students on tenth grade of SMAN 1 Ambawang. The researcher decided to use noun, verb, adjective and adverb as vocabulary taught for student because of the narrative text is consist of that kinds of vocabulary. So, the researcher decided it based on students need to make students familiar with that kind of text and easy to comprehend the text. .

There are many techniques that can be used in teaching vocabulary to increase student English vocabulary. In this research, guessing from context is one of the techniques that researcher chose to increase student vocabulary. Guessing from context technique is the technique to find the meaning of new word with the clues used in context. This technique is used to find the meaning of new word through the relationship of the words around with some clues that are provided in the context. The clues used in this research are synonym and antonym; since these clues are familiar for students because it was taught at junior high school even if in the Indonesian subject and English subject, these clues will help the students to define the word meaning easily. Guessing from context is one of the techniques that really help students to memorize and increase theirs vocabulary list.

Guessing technique provides many advantages for students in learning English vocabulary. Ying (2000: 18) mentions that in addition to enlarging students' vocabulary, it helps them not only to derive word meaning but also know how to use these words in other contexts. Guessing makes students aware of the fact that context determines the meaning of words. This technique enables students to cope with vocabulary problems independently and makes them more confident while handling texts. This technique gives them a powerful aid to comprehend and speed up their reading. This technique also involves the skills of interpreting the surrounding text; predicting and checking prediction during reading. In addition, it replaces the use of the dictionary which has the disadvantages of interrupting the flow of reading. So, this technique is very useful for students in learning vocabulary. To decide the use of an appropriate word to be learnt by students, the teacher has to study words in context. In order

to make the students to be successful in figuring out an unknown word, it depends on how many times the word presented in the context, whether the context is oral or written, and the ability of the students to use context clues and whether the context is sufficient.

In this research, the researcher tries to emphasize words in context to increase student vocabulary. This technique can stimulus student's brain to be intelligent and meaningful guesses with try to decide with one is the correct answer after student guess the meaning of unfamiliar word with combined their knowledge and their guess. Then, to consider the importance of implementing a technique in teaching English, the researcher decides to carry out a research on "The Use of Guessing from Context Technique to Increase Student's Vocabulary, (A pre experimental study on Tenth Grade Students of SMAN 1 Ambawang, Kubu Raya in Academic year 2014/2015)." The researcher hopes, this technique is helpful for students to increase their vocabulary.

## METHOD

The writer conducts pre-experimental study in this research. The pre experimental design in this research applies the one-group pre-test post-test. In one-group pre-test post-test design there is no control group and the students are given some experimental instructions or treatments for a period of time. At the beginning of period of time the students have pre-test and at the end of the period of time the students have post-test. The table represents the pre-experimental process with one group pretest and posttest:

**Table 1**  
**The Pre-experimental Process**

Pretest X <sub>1</sub>	treatment → T	posttest X <sub>2</sub>
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In conducting this research, the writer gives a pretest to the students. The function of the pretest (X<sub>1</sub>) is to find out the basic acquisition of students vocabulary before treatments given to the students. Then the writer gives three times of treatment (T) to help students figuring out the meaning of unfamiliar word that found in narrative text through guessing from context. The last, the writer give a post test (X<sub>2</sub>) to find out the effect of the treatment in increasing students' vocabulary.

The populations of this research are the tenth Grade Students of SMAN 1 Ambawang, Kubu Raya in Academic Year 2014/2015. The number of population is 58 students who come from class XA is 28 students and class XB is 30 students. In this research, the researcher uses cluster sampling. Gray (2004:395) defines cluster sampling as a sampling strategy involving successive sampling of units or clusters the whole population. In this research there are two classes as the collection of clusters and the researcher choose randomly one of the clusters as the

sample of the research. Therefore, only one class being a sample of the research that is class “XA” which consists of 28 students.

The tool of data collecting of this research is writing test. The test used twice in pretest and posttest. The test is same for both of pretest and posttest in form of multiple choice, fix the story and matching. Where, the total of the test items in this research are 50 test items. It consist of 20 multiple choice test items with 4 options (a, b, c, and d) which only one correct answer in every items and the others are distracters. Then it's also consisting of 20 fix the story with the antonym and 10 matching test items. The point for each question is 1 point for highest score and 0 point for lowest score. The test have constructed for student as sample of this research. The researcher has constructed the table specification of test items, table level of difficulty and discrimination power. So, the subject matter has tested and the level achievement can be seen clearly. In this research the writer provided the formula to calculate students score after doing the test.

The formula of calculating the students' individual score is:

$$A = \frac{S}{N} \times 100$$

Cohen (2005: 326)

To know whether if the test items made by researcher are appropriate for the students and the test items was shown the consistency in every test items, the researcher needs to know the concept of **validity** and **reliability** first.

### **Validity**

According to Gronlund (1977: 131) the concept of validity, as used in testing, can be clarified further by noting the following general points: (1) Validity refers to the interpretation of test result (not to the test itself); (2) Validity is inferred from available evidence (not measured); (3) Validity is spesific to a particular use (selection, placement, evaluation of learning, and so forth); (4) Validity is expressed by degree (for example: high, moderate, or low); (5) The validity of the test should represent the table of specification. The test was intended to know the student achievement in vocabulary test.

After conducting the table of specification of the test, the test item should be analyzed with using item analysis of difficulty and discriminating power.

### **Level of Difficulty (LD)**

Best (2006: 260) states that level of difficulties related to how easy or difficult the test item is, from the point of view the students who took the test. The formula of level of difficulty (LD) is:

$$LD = \frac{U+L}{N}$$

The criteria used to classify the level of difficulty of the items are:

The percentage of LD	Item Qualification
Minus to 0.29	Revised (R)
0.30 to 0.49	Difficult (D)
0.50 to 0.79	Moderate (M)
0.80 to 0.92	Easy (E)

#### **Discriminating Power (DP)**

$$DP = \frac{U-L}{\frac{1}{2}N}$$

The criteria used to classify the DP of the items are:

The percentage of DP	Item Qualification
0.40 to 1.00	Very Good (K)
0.30 to 0.39	Good (G)
0.20 to 0.29	Sufficient (S)
0.00 to 0.19	Bad or Revised (R)

#### **Reliability**

According to Harris (2005: 14) reliability is meant the stability of test scores. A test cannot measure anything well unless it measure consistently. A test said to be reliable if the result is consistent. Brown (2004: 20) stated that a reliable test is consistent and dependable. An appropriate test in a research should have a good coefficient of reliability to be tested to the students. The coefficient of reliability can be obtained by using formula introduced by Kuder Richardson is:

$$KR_{21} = \left[ 1 - \frac{M(K-M)}{K(S)^2} \right]$$

(Gronlund, 1977: 141)

In this research the writer also provided formula to calculate the standard deviation. Before, the writer used reliability formula to measure the consistency of test items, the researcher need to find for the standard deviation. In computing the standard deviation of the score, the following formula can be used:

$$SD = \frac{\sqrt{\sum x^2 - \left[ \frac{\sum x}{N} \right]^2}}{N}$$

(Best & Kahn, 2006: 365)

**Table I**  
**The degree of Reliability**

Coefficient	Relationship
0.0 – 0.19	Negligible
0.20 – 0.39	Low
0.40 – 0.59	Moderate

0.60 – 0.79	Substantial
0.80 – 1.00	High to very high

Adapted from Best & Kahn (2006: 388)

The technique of data analysis in this research are: (1) The analysis on students' mean score of pre-test; (2) The analysis on students' mean score of post-test; (3) Analysis on the students' interval score of pretest and posttest; (4) Analysis on the students' significant difference of pre-test and post-test; (5) Analysis of the effect of the treatment.

The stages of the procedure in this research, including preparation of research and implementation of the research.

### **Preparation of the Research**

Before doing the research, there are some preparations that the researcher done as follows: (1) Proposing the research proposal to her academic advisor and to the chief of English Study program; (2) Proposing the research design to her supervisor; (3) Having seminar of research design on September, 18<sup>th</sup> 2014; (4) Revising the result of seminar of research design.

### **Implementation of Research**

- (1) **Pre –test:** pre-test given before teaching was held. The purpose of pre-test is to know the student pre condition about their vocabulary. The pre-test was given on the tenth grade student in class A of SMAN 1 Ambawang as sample. The pre-test was held on January 15<sup>th</sup>, 2015 and attended by 28 students. In the pre-test students were asked to answer the questions that consist of multiple choices, fix the story and matching as the test items. The time was 90 minutes and the result of the pre-test was analyzed.
- (2) **Treatment:** the treatment was held in three times on January 19<sup>th</sup>, 22<sup>th</sup>, and 26<sup>th</sup>, 2015. The treatment is teaching vocabulary through guessing from context. The context here consists of some clues that help the students to find the meaning of the word that they are not familiar with. In teaching and learning process, the students involved activity, where the teacher have facilitating and monitoring during the process. For the first, the teacher told the material and explained about what is guessing and how to guess through some clues and the students learn how to improve their vocabulary. After that, the student was encouraged to answer the test given by teacher.
- (3) **Post-test:** after having the treatments, the students of class XA of SMAN 1 Ambawang was given the post test. The post test given to the student is to see the achievement of the result student's vocabulary list after having the treatment using guessing from context with clues. The post test was held on January 29<sup>th</sup>, 2015. In post test the students asked to answer the same questions with pre test.

## RESEARCH FINDING AND DISCUSSION

### Finding

In this part, the data is calculated to show mean score of pre-test and post-test, interval score of pre-test and post-test, significant test of students' score and the analysis of the effect from the treatment.

The pre-test was given before the treatment or the process of teaching. The maximum score of pretest was 64 and the minimum score of the pretest was 40. The result of pre-test showed the total score of the students was  $\sum X_1 = 1312$  and the mean score was  $\bar{X}_1 = 46.85$  and it is qualified was poor. The post-test was held after the treatments. The maximum score of posttest was 78 and the minimum score was 52. The total score of the students in this test was  $\sum X_2 = 1906$  and the mean score was  $\bar{X}_2 = 68.07$ . It is qualified was average to good. The students different score is taken based on students mean score of post-test minus by the students mean score of the pre-test. In this research, the result showed that the students' different score of pre-test and post-test is  $\bar{X}_d = 21.22$ . The students' different score of pre-test and post-test:

$$\begin{aligned} X_d &= X_2 - X_1 \\ &= 68.07 - 46.85 \\ &= 21.22 \end{aligned}$$

**Table 2**  
**The Students' Qualification Score Of Pre-Test and Post-Test**

Test	Mean	Qualification
Pre-test	46.85	Poor
Post-test	68.07	Average to good
<b>Interval</b>	<b>21.22</b>	

To know the guessing technique have significant difference or not, the writer need to compute the result of t- test after analyze the interval between pre test and post test. The formula for computing t- test as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \left(\frac{\sum D}{N}\right)^2}{N(N-1)}}$$

Based on the result of t- test above, it was shown that the value of t- test observed is bigger than t- table. This significant result is at 0.05 df (degree of freedom) the calculation of t – test indicated 29.06. First, the degree of freedom or  $df = N-1$  is determined. There was 28 students who take the test in this research, then  $df = 27$  ( $29.06 > 2.052$ ). Thus, it means



the mean score of pre-test and post test of the experiment group being observed have significant difference. After counting the significant score of pre test and post test, the researcher describes the findings of the effect of the treatment in order to see how significant the effect of teaching vocabulary through guessing from context technique is. The computation of the effect treatment can be seen is:

$$ES = t \sqrt{\frac{1}{N}} = 29,06 \sqrt{\frac{1}{28}} = 4.93$$

Based on the result the significant score of the effect size has categorized as “High Effect” with  $ES > 0.8$  ( $4.93 > 0.8$ ). It means that increasing students’ vocabulary list by guessing from context with some clues has given a strong significant effect to increase students’ vocabulary list. Then, it means this research proves that the alternative hypothesis has accepted and null hypothesis has rejected.

## Discussion

In this research, there are five meetings being conducted which are consisted of two meetings were for the test namely pretest and posttest. The other three meetings were for implementing the treatment. The experimental group was class XA SMAN I Ambawang, Kubu Raya. They consisted of 28 students.

The first meeting of this research was held on January 15<sup>th</sup>, 2015. In this meeting the researcher greeted the student and introduced herself. After that, the researcher explained the aim of come to the school and the researcher also explained the aim of the first meeting that the researcher called with pre-test in this research. Then the researcher gave student pre test. The pre test was given before the treatment was held. The aim of given pre test for students is to know students’ vocabulary list before the treatment applied. The pre test was given to the class XA students of SMAN 1 AMBAWANG as the sample and attended by 28 students. The students were given 90 minutes to do the 50 test items that is consist of 20 multiple choices test items, 20 fix the story test items and 10 matching test items.

After administrating the pre test, the researcher moved to the second meeting that is giving the treatment for student. The treatment held in three times, which was on January 19<sup>th</sup>, 22<sup>st</sup> and 26<sup>th</sup>, 2015. The activity in every treatment was same. The material that given to the students was different from first, second and third meeting. The procedure to identify unfamiliar word by guessing from context to increase student vocabulary in the treatment as follow: (1) Teacher gives an explanation about kind of text to be taught to the student then she gives an explanation about generic structure, language features and the purpose of the text; (2) Teacher gives student an example of narrative text and gives students

some question about what the teacher already explained. Since, this research about teaching vocabulary, so the teacher asks students to find for the unfamiliar word and ask them to guess for the meaning; (3) Students were asked by the teacher to mention one of unfamiliar word that they found in the text then, teacher makes the unfamiliar word into simple sentence to make students being easily to comprehend the meaning, for example the unfamiliar word that students found in text Timun Emas was word 'diligent' then teacher substitute that vocabulary into simple sentence (My mother is *intelligent*. She knows how to respond my father's questions. The synonym of "*intelligent*" refers to\_\_\_\_\_ (a) rich(b) smart (c) foolish (d) care); (4) To get the correct guess, the students were guided by the teacher to do some steps in guessing; (5) Teacher asks student to guess the meaning of bolded vocabulary with asks students to focus on the sentence and asks students to find for the relationship of word around unfamiliar word with their prior knowledge to get the correct guess; (6) Students were asked by the teacher to get the signal word (but, and, like, such as etc) to indicate the sentences is synonym or antonym, where there is no clear instruction; (7) Students were asked by the teacher to find for the part of speech of the unfamiliar word; (8) Students were asked by the teacher to do the, what does what? For example if the underline word is adjective it means the synonym or antonym of the underlined word must be an adjective. Then students analyze the objective if there's any relationship between the part of speech of the bolded word and the objectives words; (9) The students makes clue for their self with ask "What word do I know that would make sense in the place of the new word in this sentence?"; (10) students guess the meaning of the unfamiliar word with the cross sentence clue and their prior knowledge, then substitute the familiar word in the sentence and read the sentence or text to see if the word makes sense in the sentence or text; (11) Last is re – read the sentence to check theirs guess that it is the same point of speech as the word in the text or not.

In the last meeting of this research, the researcher administrated the post test as a test to measure student ability in increase their vocabulary through guessing from context clue after treatment given in three times. This test was conducted in 90 minutes and it was January 29<sup>th</sup>, 2015. when the post conducted, the student asked to answer the test items which is same with the pre test that was conducted in the first meeting. Therefore the result of the student achievement about vocabulary was shown through post test.

In implementing the guessing technique through context clue in increasing student vocabulary list, the researcher who also became the teacher had difficulties, as follows: (1) The students disobeyed the role in learning through guessing by sneaking online to find for the Google translation to find the meaning of word; (2) The students did not give more attention during activity. Because of less attention of the activity the student got confused about the instruction.

Finally, based on the data analysis, the writer found that there was an increasing of the students' achievement in vocabulary mastery. It could be proven by comparing the mean score of the pre-test and post-test. Based on the score indicated students' performance in post-test was better than in pre-test. This finding showed that there was a difference score of pre-test and post-test after receiving the treatments.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Referring to the research findings and the analysis of the students test result, the writer draws the conclusion as follows: (1) Increasing students' vocabulary by using guessing from context with some context clues is effective to increase students' vocabulary. It is shown by the students' score in post test is better than pre-test; (2) The students' achievement has been improved with the interval score of pre-test and post test is 21.22(twenty one point twenty two); (3) It could also be concluded that the student were interested in using guessing from context as technique. In learning the students need to read and they have a difficulties in comprehend the meaning of vocabulary that they read. With guessing the students no need to look into dictionary to find the meaning of new word, they just need to looking for the relationship between one word to another, find for part of speech of that word and also looking for the conjunction that can indicate the possibility answer of unfamiliar word. The students also can indicate from the clue that inside the instruction. This is enjoyment of technique was represented by students enthusiasm in following the lesson from the beginning to the end. The student achievement is increased; the score of post test is better than score of pre test ( $68.07 > 46.85$ ) and the effectiveness of guessing meaning from context to increase students vocabulary is categorized as " High Effect" with  $ES > 0.8$  ( $4.93 > 0.8$ ).

### **Suggestion**

Regarding the results of this research, the writer would like to provide some constructive suggestions as follows: 1) It is suggested that English teacher should be creative to choose an appropriate technique in teaching that is interesting for the students. For example Guessing from Context as one of Technique to teach vocabulary implicitly in reading narrative text since Guessing technique provides clues that student's need to help them to get the meaning and to understand about what are they read; (2) The teacher has involved student's activities as communicative and gives some guidance and directions to the students that had difficulties in using guessing as technique to find the meaning of unfamiliar word; (3)The teacher should consider all the teaching stages to have a better result in every meeting. so the process in applying the strategy cannot be redundant. The redundant activities will make the students feel boring. For example re-explaining the strategy used, using the same kind of activity in

language practice and using same teaching aids; (4) The teacher should provide the “self assessment” to have a better reflection significantly and as the way to evaluate the progress of the teaching process.

Finally the researcher hopes that the result of this research will be useful for the reader. The researcher expects that the readers will have more information about the use of guessing meaning from context with some clues as technique to increase students’ vocabulary list. This research also can be ones of the references for the next researchers.

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